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ABSTRACT

This workbook is designed to aid women in finding ways to prepare for work, deciding on the right work for them, and getting the job. Questionnaires and forms with instructions are provided in each section to aid the user in a job search. Section I is a preface. Section II concerns preparing for work. Questions elicit information on life and work experiences. A personal inventory form is provided to organize this information. Information on choosing the right job is then presented. Section III deals with questions of deciding on work suited to the individual. It includes sources for job ideas, guidelines for an occupational investigation, a worksheet for occupational research, information on job rights and discrimination, tips on long-term planning, a graph to match careers and needs and a career timetable. Obstacles are briefly considered. Section IV focuses on job search. It rates job search methods, provides a checklist for finding a job, and discusses how to prepare a resume, cover letter, and application. Outlines are presented for a resume and cover letter. Interview questions and interviewing guidelines are listed. Section V focuses on handling discrimination. Descriptions of legislation regarding discrimination, benefits, hours, and working conditions and addresses at which to file complaints are provided. (YLB)

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Job Search Guide

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Second Edition

Available from The Maine Commission for Women

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THE JOB SEARCH GUIDE

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I. PREFACE

In this workbook you will find ways to go about preparing for work, deciding on the right work for you, and looking for work and getting the job. This workbook is not a comprehensive job search manual, but it is a first step and it will put you in touch with other resources which can assist you in your search for good work.

In the Handbook you will find information about:

- Legislation affecting women
- Developments in job-sharing, retirement plans, pension plans and pay equity for women
- Training opportunities for women
- Statistics on working mothers, affirmative action and the growth of the female labor force
- Resources for women in Maine

The Handbook is available from the Maine Commission for Women, Station #93, Augusta, Maine 04333.

The *Job Search Guide* is set up in the following manner:

I. Preface
II. Preparing for Work
III. Deciding on Work for You
IV. Looking for Work and Finding a Job
V. Handling Discrimination

GOOD LUCK!

II. PREPARING FOR WORK

"ALICE: Will you tell me, please, which way I ought to go from here?
CHESHIRE CAT: That depends a good deal on where you want to get to.
ALICE: I don't much care . . .
CHESHIRE CAT: Then it doesn't matter which way you go."

"Face it — looking for a job is a drag. Your head hurts from reading the ads. Your feet hurt from walking from one office to another. Your ears hurt from hearing "no" too often. And your pride ends up in the pits because no one calls you back. Before long you're sure there aren't any jobs, and that no one would hire you anyway, and that even if someone gave you a job, you couldn't do it. That's the bad news."

Now for the good news. **There *are* jobs. You can get one. You can handle it.** Finding the right job can be hard, but it can be done (although not overnight.) This guide will help in that arduous task you are undertaking.

By using the questionnaires and forms with the instructions in this book, you will be better able to know what you want, decide what is the right work for you and how to go about finding that first job in your career timetable.

Knowing what you want is the first, and often the most difficult step in finding satisfying work. **Exercise 1, *You and Your Present*, when filled out completely, can help you assess what some of your skills and abilities are, that you have used and used successfully.**

PERSONAL INVENTORY

Once you have done some thinking about what you want from work, using the following questions, you now begin to spell out your life and work experiences. The Personal Inventory Form is helpful in organizing this information and it will come in handy when you write out your resume.

YOU AND YOUR PRESENT

1. **Aptitudes**

   In which of the following areas do you rate yourself as "G" — Good, "A" — Average, or "P" — Poor?

   _____ Ability to use words and ideas expressed in words

   _____ Ability to use numbers and ideas expressed in mathematical terms

   _____ Physical coordination/dexterity

   _____ Social ability — ability to get along with others

   _____ Physical stamina or strength

   _____ Ability to understand the thoughts and feelings of others

   _____ Ability to follow directions

   _____ Ability to organize different elements to reach a goal

   _____ Artistic ability

_____ Scientific ability

_____ Mechanical ability — having good eye-hand coordination

_____ Leadership ability

Are there any other areas in which you feel you have high ability?

2. Interests

Which of the following do you enjoy? Give yourself an "H" for High, an "M" for Medium, and an "L" for Low.

_____ Working with information and ideas

_____ Working with people

_____ Doing a great deal of thinking and creating

_____ Researching information

_____ Writing

_____ Helping people solve their problems

_____ Working with small objects

_____ Working with machines

_____ Working with scientific material

_____ Working with artistic ideas

_____ Working by yourself

_____ Leading groups of people

_____ Working with music or musical instruments

Are there any other interests which are important to you?

3. Summary of Your Aptitudes and Interests

List those aptitudes for which you rated yourself as "good".

List the interests for which you rated yourself as "high".

continued

4. How Well Do You Work With . . . People?

Check the ways in which you like to work with people.

_____ Not much at all

_____ Side by side without much interaction

_____ Closely in a cooperative situation

_____ Being supervised

_____ Supervising others

_____ Helping others

If you have checked helping others, use verbs to tell exactly how you would like to do this.

5. How Well Do You Work With . . . Ideas?

Check the ways in which you would like to work with knowledge or ideas.

_____ Enjoy learning new

_____ Not much at all

_____ Create new ideas

_____ Analyze ideas and information

Use some verbs to tell exactly how you might like to work with ideas.

6. How Well Do You Work With . . . Objects?

Check the ways in which you like to work with objects or things.

_____ Not much at all

_____ With small machines or objects

_____ With large machines

Exactly what types of objects or machines interest you?

7. Orientation

All jobs involve working with people, ideas and objects in different combinations. In which of the following orientations do you seem to fit best? Put a "1" beside the best, a "2" beside the next, and so forth.

_____ Ideas — People — Objects

_____ Ideas — Objects — People

_____ Objects — People — Ideas

_____ Objects — Ideas — People

_____ People — Ideas — Objects

_____ People — Objects — Ideas

8. What is Important to You?

Put a check beside those things that would be important to you in your work.

_____ do exciting things

_____ be in new situations

_____ engage in competition

_____ solve complex problems requiring thought

_____ learn new concepts and knowledge

_____ make new products

_____ create new ideas

_____ produce something artistic that people can enjoy

_____ produce something musical that people can enjoy

_____ make useful things

_____ see the results of your work

_____ plan your own activities independently

_____ be free to change the way things are done

_____ perform difficult physical tasks

_____ follow guidelines

_____ be known by many people

_____ work to help others

_____ be respected by people

continued

_____ be involved in a variety of activities or problems

_____ receive a high income

b. Check those values from the following list of terms that are important to you.

_____ excitement

_____ intellect

_____ creative

_____ artistic/musical

_____ scientific

_____ productive

_____ independence

_____ orderliness

_____ variety

_____ social service

_____ recognition

_____ leadership

_____ finances

_____ physical

9. Through work, people can satisfy a variety of human needs which are based on our values and what's important to us.

1. for mastery or achievement over situations, people, ideas or machines
2. for approval of others
3. for personal and social relationship
4. for status or prestige
5. for service to others
6. for a comfortable income
7. for security in their jobs
8. for pleasant working conditions
9. for advancement

Using the information you have gathered about yourself, identify those needs which may be satisfied by your work.

_____ mastery

_____ approval

_____ human relationships

_____ status

_____ humanitarian (service to others)

_____ income

_____ security

_____ pleasant environment

_____ advancement

10. You and Your Relationship to Others

What 2 or 3 person's opinions have the most effect on your educational and career planning?

What kind, and how much, education do they expect of you?

How are these similar or different from your own expectations?

How would they react if you did not achieve their expectations?

How would their reactions affect you?

What career(s) would they like to see you enter?

How are these similar or different from your own wishes?

continued

How would their reaction affect you?

YOU . . . THE SUMMARY

WHAT HAVE YOU LEARNED ABOUT YOURSELF?

Go back and study your responses in 1-10. Take some time away from this exercise and then come back to this section and jot down the things that you have learned.

Your Aptitudes and Interests and Values

Your Skills in Working With Ideas

Your Skills in Working With Objects

Who Influences Your Decisions and How Do They Influence You?

That probably wasn't an easy thing to do. Don't stop thinking about your skills and abilities because you've for sure forgotten some — you will have most likely forgotten skills you've highly mastered. Continue to add to the list.

When considering your own skills, be sure to fully examine all your experiences.

HOMEMAKING SKILLS: The management skills you have used in the home are often similar to those employed in the business world; e.g. scheduling time, setting priorities, budgeting, running the finances, etc.

During their years at home, most women have functioned as a housekeeper, nurse, chauffeur, cook, janitor, ambulance driver, budget analyst, purchasing agent, and social director. Treat your home experiences just as you would your paid work experience. Look very closely at the skills and abilities you have developed over the years in making your home and family function efficiently.

VOLUNTEER EXPERIENCE: Essential skills and abilities are acquired in volunteer work. For example, as a volunteer you may have learned to put together a budget (especially difficult since the budget is often totally dependent on fund-raising activites), manage people, do public speaking, plan, arrange and coordinate meetings, or organize public relations work.

When assessing your volunteer experience, be specific about the positions you have held in the organization and the jobs you have performed, no matter how small they may seem. Include what you learned from doing the work, and be specific about the results you achieved. For example, if you exceeded your goal while acting as chairperson of the financial drive for your organization, also state by what percentage you exceeded that goal. One fact to remember when assessing your experiences: no matter whether it is in paid employment, homemaking, or volunteer work, it is something a young woman entering the job market isn't likely to have yet. Your varied experience is a valuable asset when presented well.

(The above section has been adapted from the Pennsylvania Commission for Women's "Homemakers' Job Hunting Guide".)

PAID WORK EXPERIENCE: Make a list of all the paid jobs you have held, including part time, summer and freelance going back to when you were a teenager. For each job, list the name and address of your employers, your job title, the details of your duties, and the dates you were employed. List the skills and abilities necessary to perform the job. Also list those skills and abilities learned while you were on the job. List the specific results you achieved while on the job that were directly related to your function and your efforts.

What qualities have made you good at certain jobs? Consider, too, what you liked and disliked about each job and why. Include why you left the job.

EDUCATION: Next list your educational background. Include everything from adult education courses in flower arranging to PhD's. Include dates, principal courses you took and the degrees you earned.

It is important to remember, formal education isn't everything, and an incomplete formal education doesn't mean you are stuck. All you have learned, either through formal education or "just plain living", can be used on the job.

SPECIAL SKILLS AND INTERESTS: Use these two sections to provide distinctive information about yourself and to show specific qualifications. Special skills include operating office machines (e.g. duplicating equipment, addressograph, switchboard), typing and shorthand skill level in words per minute, licenses or certificates of training, even for short courses, foreign language ability, small appliance repair, interior decorating (e.g. painting, patching, wallpapering).

Under hobbies, interest, and talents, include any musical instruments, foreign travel, sports, and memberships in clubs and organizations. You may not use all of these, but listing them may give you a fresh idea about your abilities that a prospective employer would also be interested in.

Hollander, Nicole.
I'm in training to be tall and blonde.

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PERSONAL INVENTORY FORM

(NOTE: Take this with you to all job inquiries and interviews. You may need this information.)

1. **NAME**

   ADDRESS

   HOME TELEPHONE

2. **HOMEMAKING EXPERIENCE AND SKILLS**

   Remember that many skills are business oriented — do you do the family finances, budgeting, and taxes? Are you an expert seamstress? Do you have nursing and health skills?

3. **VOLUNTEER EXPERIENCE AND SKILLS**

   Job Title, Organization, Supervisor, Address, Telephone Number

   From: To:

   mo/year mo/yr

   Responsibilities, skills, special accomplishments

4. **PAID WORK EXPERIENCE AND SKILLS**

   Job Title, Organization, Supervisor, Address, Telephone Number

   From: To:

   mo/year mo/yr

   Responsibilities, skills, special accomplishments

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5. EDUCATION

1. Graduate School, Degree, Field, Year, School and Address
   Thesis title, special honors, etc.

2. College or Business School, Degree, Field, Year, School and Address
   Special honors, course, activities

3. High School, Course (academic, business, general, etc.)
   Year, School and Address
   Special honors, job related courses, activities, etc.

6. SPECIAL SKILLS

Operating office machines, typing and shorthand words per minute, licenses or certificates, foreign language ability and special training.

7. INTERESTS, TALENTS, HOBBIES

Playing an instrument, foreign travel, sports, — include something about yourself that you think others would find interesting, or that would help in finding a job.

8. REFERENCES

Three or four — not relatives — Name, Title and Business, organization, or educational institution, address and telephone number.

WHAT'S THE RIGHT JOB FOR YOU?

In deciding on the right job, your personal goals and family structure are as important as your qualifications. A single parent has different demands on her time than a woman with a husband to share childrearing and homemaking responsibilities. You may be interested in an entry level job that lets you explore a whole new career, or you may need the highest paying job with the most rapid advancement possible. Career potential may be an important goal to some women, while job security and retirement benefits are more important to another.

Other considerations are time for your family, flexibility in working hours, future earnings potential. It's a good idea to make a list of your personal goals and then rank them so that you can take these into account in job hunting, and in making the final decision.

JOB OPTIONS

Your job hunting will also be influenced by the kind of job working situation you seek . . . Although most of this guide is devoted to finding a wage or salaried position, don't overlook the possibility of starting your own business. Many women have found that this is the way to meet most of their working goals with the greatest flexibility for their family goals as well.

Alternatives such as part-time work, jobs with flexible hours, or a shared job should be considered before you start your hunt. None of these are new ideas.

Job sharing is when two people share one job. A convincing argument can be made that two women working full-force four hours each can accomplish more than one woman working eight. Two part-timers, working as a team, can fill many jobs traditionally considered full time. There are women today who are sharing teaching jobs by splitting the workday into morning and afternoon shifts. There are women who share jobs in social agencies by splitting the caseload and the work week. The back to back concept or the split work week can work well for clerical jobs, programming jobs, and positions in the health fields as well as many administration and managerial positions.

The practical aspects of hiring two women for one job must be addressed because the employer must make certain adjustments concerning social security, health insurance and fringe benefits. However, these can be worked out between willing employees and a willing employer.

If the idea of job sharing appeals to you and you know a suitable person with whom you can share the job, give your plan much serious consideration before you mention it to your prospective employer. Realistically speaking, it will not be easy to sell the part-time concept to a company accustomed to the full time work week. With persistence, you may be able to find a prospective employer who values your services enough to readjust his or her concept of the job to be filled and to try the share time concept. It is an idea whose time has come.

"Now I found out what they meant by an average 7% raise—clerical workers got 5% and all the others 9%."

THE EARNINGS GAP BETWEEN MEN AND WOMEN

A huge difference exists between the wages earned by women and the wages earned by men. The statistics on wages are very clear. Men earn more than women. White people earn more than people of minority races. White men take home the biggest paychecks and black women take home the smallest ones. For very dollar earned by men, women earn only fifty-nine cents. This difference in pay is true throughout the United States. Although many working women are single, divorced, separated or widowed, and although many are the sole breadwinners for their families, women who work fulltime earn much less than men who work fulltime.

WHY DO MEN EARN MORE THAN WOMEN?

Most occupations employ mostly women or mostly men. Women work in fields where there are few men (like clerical jobs) and men work in fields where there are few women (like mechanical jobs). Most women work in traditional women's jobs such as secretary, sales clerk, domestic help, and kitchen and restaurant help. As they are growing up, women are tracked into these jobs: schools train them to take these jobs, their families expect them to do these jobs, and they themselves do not consider other possibilities. Similarly, men are tracked into traditional men's jobs such as auto mechanic or electrician. The problem is that traditional women's jobs pay less, provide little on-the-job training, and offer fewer opportunities for promotion compared to traditional men's jobs. As a result, women earn less money than men do, and have less chance of getting a better job.*

You will have to decide which job options best suit your needs and goals but remember — don't sell yourself short!

NON-TRADITIONAL JOBS FOR WOMEN OFFER GOOD BENEFITS

Besides high weekly wages, many non-traditional jobs for women provide excellent benefits including health and life insurance, pension plans, paid holidays and sick days.

These benefits can be worth a good amount of money, up to 15% of your wages. In most cases, the employer pays the cost of all benefits, although employees pay for some of the health insurance costs.

*This section taken with permission from *Earning Breadwinners Wage*, Women's Enterprises of Boston. 1978.

SKILLED WORKERS ARE IN DEMAND

Every company wants to have skilled, experienced workers. Once a woman learns a skill and accumulates work experience, finding a job is easier even if she moves from one part of the country to another.

MANY NON-TRADITIONAL JOBS OFFER ON-THE-JOB TRAINING

Many people enter non-traditional fields through on-the-job training programs. In on-the-job training, a person is hired as a trainee and works under the supervision of an experienced worker. Training lasts from two months to several years, depending on the type of job. A trainee is usually paid about half the salary of an experienced worker, and receives regular raises.

NON-TRADITIONAL JOBS OFFER EXCELLENT OPPORTUNITIES FOR PROMOTIONS

One of the most important advantages of non-traditional work compared with traditional work is that often there is greater opportunity for promotion. A worker can change jobs as she gains skill and experience, and she is paid more as she learns new skills.

A SENSE OF ACCOMPLISHMENT

In many non-traditional jobs, the worker can actually see the results of her labor, and can take pride in the finished work. Carpenters complete wooden forms; welders create metal structures, mechanics turn broken machines into working ones.

DAY TO DAY VARIETY

Many non-traditional jobs offer the freedom to move around during the day, and the opportunity to work independently with very little supervision. A typewriter repairer, for example, is sent from one office to another (sometimes in a company car) as calls come in.

MORE AND MORE COMPANIES ARE INTERESTED

The picture for women enterring non-traditional fields is looking up. Many corporations have affirmative action plans, and a commitment to hiring and training women and minorities. Companies which have contracts to do work for the federal government are monitored on their affirmative action plans. These companies are especially likely to recruit women in non-traditional occupations.

WHAT ARE THE DISADVANTAGES?

Hazardous jobs may involve working with power tools or electrical machines, or working in a hard hat area. Workers have to be careful since there is a greater chance of accidents.

DIFFICULT WORKING CONDITIONS

Depending on the job, a worker may need to become accustomed to unpleasant working conditions. In some occupations, she works outside, in extreme temperatures and weather conditions. Other jobs involve working at heights or in noisy, smelly or dirty places. Sometimes a worker may perform her tasks in awkward cramped positions.

CO-WORKERS MAY HASSLE A WOMAN

With only a few women on the job, co-workers may feel uncomfortable. Some men feel threatened by seeing a woman in a traditional man's job, and they may react by being patronizing, sarcastic or hostile. The woman herself may feel isolated from her co-workers.

FRIENDS AND FAMILY MAY NOT GIVE SUPPORT

A woman may feel doubts or resistance from her friends and family when she talks about taking a non-traditional job. Many well-intentioned people have never known a woman in a non-traditional job.

FOR MORE INFORMATION ON NON-TRADITIONAL CAREERS

Job Service offices and educational institutions, particularly vocational schools, have a great deal of information.

III. DECIDING ON WORK SUITED TO YOU

"You have got to know what it is you want, or someone is going to sell you a bill of goods somewhere along the line that can do irreparable damage to your self-esteem, your sense of worth, and your stewardship of the talents that God gave you."

What Color Is Your Parachute, Richard Bolles, Ten Speed Press

JOB IDEAS

Once you have completed your Personal Inventory Form, it is time to collect more specific ideas which relate to your values, needs and interests. These can be found everywhere, including the obvious place — the want ad section of your local newspaper. However, a lot of jobs are never advertised, so use your local yellow pages to find names of businesses which might have the kind of job you want. Check your library for books on careers, and the resource list at the end of the book.

Also, take a look at the ***Dictionary of Occupational Titles*** (D.O.T.) published by the U.S. Department of Labor while you are in the library. Knowing the job title often helps you to pinpoint the job you want. The D.O.T. lists most jobs or occupations in existence plus the job description. It can be fun to look through. Your local Job Service or JTPA Service delivery area offices will most likely have this book available for you to use.

At this stage, you might want to consider job counseling through your local Job Service Office, JTPA, your school or college placement office, private employment agencies, or a specialized service for women. When seeking assistance you must ask and be specific about receiving information on a *full* range of possible jobs and careers available.

GUIDELINES FOR AN OCCUPATIONAL INVESTIGATION*

1. SELECT A CAREER FIELD OR OCCUPATION THAT INTERESTS YOU.

   Remember, if you begin with a general field, that is, one of the 13 career clusters that are listed below, you will then have to identify several occupations within the cluster that you gather information about:

   a. education requirements

   b. salary level

   c. skills required

   d. general tasks performed

   and then compare in order to narrow down your choice to one or more occupations to research. An excellent source for this information is the **Occupational Outlook Handbook.** (Check the library, JTPA or Job Service Office.)

2. RESEARCH THE OCCUPATION BY:

   a. reading — occupational literature

   b. talking — to people who are working at the job

   c. seeing — visit the job site and see what is actually being done

   d. working — get a part-time job or summer job and see first hand what it is like to work in that environment.*

continued

3. USE THE WORKSHEET ON THE FOLLOWING PAGES AS A GUIDE TO THE INFORMATION YOU WANT TO COLLECT.

THIRTEEN CAREER CLUSTERS**

Industrial Production and Related Occupations

Office Occupations

Service Occupations

Education and Related Occupations

Sales Occupations

Construction Occupations

Occupations in Transportation Activities

Scientific and Technical Occupations

Mechanics and Repair Occupations

Health Occupations

Social Science Occupations

Social Service Occupations

Art, Design, and Communications Occupations

*"*Exploring Occupations*", Careers for Peers Project, Elaine K. Binder and Shulamith R. Elster
**The *Occupational Outlook Handbook*, United States Dept. of Labor, Washington, D.C. 1974-75

WORKSHEET FOR OCCUPATIONAL RESEARCH

WHAT DO PEOPLE DO?

1. What are the specific tasks performed on the job?

2. In what way do the workers see the results of their work?

3. In what ways do the workers work with people? When you answer, take into consideration the following:

   a. Do the workers work side by side without much interaction?

   b. Do they work closely together in a cooperative situation?

   c. In what capacity do they deal with other people?

   d. What are the verbs that describe what people do?

4. In what ways do the workers work with information? When you answer, take into consideration the following:

   a. Do the workers learn information regularly?

   b. What effect do they have on the information they work with?

   c. Do they need to create new ideas?

   d. What are the verbs that describe how they work with information and ideas?

5. How are objects used in the work? When you answer, take into consideration the following:

   a. What kinds of equipment are used in the work?

   b. What are the verbs that describe how the workers use the equipment?

6. Describe an average day at this job.

WHAT DO WORKERS NEED TO WORK AT THIS JOB?

1. What kind of training and education is necessary, and where can this be acquired?

2. Are there are special requirements, licenses or certification necessary?

3. What are the specific skills and/or abilities necessary to perform this job well?

4. Are there any personal traits that many workers at this job share?

5. Are there any physical requirements for this job?

6. What kind of work experience is necessary for this job?

continued

WHAT IS THE ENVIRONMENT IN WHICH THE WORK OCCURS?

1. In what kind(s) of places is this work performed?

2. How would you describe the working conditions?

WHAT ARE THE OPPORTUNITIES:

1. What is the demand for this work, locally and nationally?
2. What are the entry-level (beginning) jobs?
3. How do people usually enter this occupation?
4. What are the opportunities for advancement or job mobility?

WHAT IS THE WORKER "LIFE STYLE"?

1. What are the average number of hours per week?

2. Is overtime expected? How often does it occur?

3. Do the workers often "bring home" the work? In what way?
4. Is there any other way in which this occupation may affect usual life style of the worker?
5. What is the starting salary?
6. Are there regular increases?
7. What might the salary be after 5 years?

PLUSES AND MINUSES

1. What aspects of this occupation interest you?

2. What might be the disadvantages of this occupation?

A FINAL SUMMARY

Check all of the aptitudes that are needed for this job:

_____ Verbal
_____ Mathematical
_____ Physical
_____ Social
_____ Scientific
_____ Empathic (understanding others)
_____ Organizational
_____ Artistic
_____ Musical
_____ Mechanical
_____ Leadership

Rate the work as "H" — High, "M" — Medium, or "L" — Low in each of the following:

_____ Excitement
_____ Intellectual
_____ Creative
_____ Artistic
_____ Scientific
_____ Productive
_____ Independent
_____ Orderly
_____ Variety of tasks
_____ People-oriented
_____ Status or prestige
_____ Leadership
_____ Financial security
_____ Job security
_____ Working conditions
_____ Service to others
_____ Advancement

UNDERSTAND YOUR JOB RIGHTS

"A Working Woman's Guide to Her Job Rights" is a book that should be read by you and every woman who is pursuing employment. This book should be available from either your local Job Service Office, through the agencies cited in the front of this book, or the U.S. Department of Labor, Women's Bureau, Washington, D.C.

Fully understanding your job rights will ensure you of fair treatment from employment agencies and employers. This booklet covers such areas as: sex and age discrimination, discrimination in promotion, minimum wage and overtime pay, maternity leave, tax credit for childcare and household help, compensation for injuries, unemployment insurance, retirement, and unions.

DESCRIPTION OF LAW

DISCRIMINATION

EQUAL EMPLOYMENT OPPORTUNITY IN HIRING, TRAINING, AND PROMOTIONS

The Maine Human Rights Act covers all employers doing business in the State of Maine regardless of the number of employees. The Maine Human Rights Act prohibits discrimination in employment on the basis of sex, race, color, religion, ancestry, or national origin, age, and physical or mental handicap, and also covers Housing, Credit Extension, Access to Public Accommodation, and Educational Programs & Activities.

Title VII of the federal Civil Rights Act of 1964 prohibits all employers of 15 or more employees from discrimination in selection, promotion, compensation, fringe benefits, training, or other conditions of employment based on sex, race, color, religion, and national origin.

Also, the Age Discrimination in Employment Act (ADEA) prohibits discrimination based on age.

COMPLAINT PROCESS

To file a complaint call/write
The Maine Human Rights Commission
Station 51
State House, Augusta, Maine 04333

289-2326

By filing with the Maine Commission you will in most cases also be filing with the Equal Employment Opportunity Commission, which is the federal agency enforcing Title VII and the ADEA.

AFFIRMATIVE ACTION IN HIRING, TRAINING AND PROMOTIONS

The Code of Fair Practices and Affirmative Action (5 M.R.S.A. 65) requires every state or state-financed agency contract or contractor (regardless of amount) for public works or services to have a written Affirmative Action Plan.

(Federal) Executive Order 11246 covers employers holding federal contracts or sub-contracts of $10,000 or more. But if your company has 50 or more employees and a $50,000 contract or more, it must develop a written affirmative action plan to insure equal employment opportunity for its women and minority employees.

COMPLAINT PROCESS

The Maine Human Rights Commission is the agency enforcing the State Code. To file a complaint, call/write the Maine Human Rights Commission, Station 51, State House, Augusta, Maine 04333, or 289-2326.

The Office of Federal Contract Compliance Programs enforces E.O. #11246. To file a complaint, write:*

OFCCP-ESA-DOL
JFK Federal Building, Rm 1612C
Boston, MA 02203
617-223-4232

YOU AND YOUR FUTURE WORK

One of the comments we often hear is that women always look for a job, not a career. It is helpful to plan long term. Obviously, things change. But forcing yourself to look ahead a few years gives a different perspective to your present decisions.

What Do You Like To Do?

What do you think that you would like to be doing next year?

What would you like to be doing in five years?

What would you like to be doing in ten years?

Are there any skills you would like to develop?

Are there any special projects, organizations, or activities that are of special interest to you?

Describe your "ideal job."

What is it about this job that appeals to you?

YOUR OCCUPATIONAL PLANS

What occupations have you seriously considered?

Which occupation would be your present first choice?

What attracts you to this choice?

Which would be your second choice?

Why?

Are these occupations related in any way?

How?

Do these occupations require further training or education?

What kind and how long will it take?

continued

OTHER WAYS . . .

Services For Women Returning to Work

If you are a woman returning to work after many years as a homemaker, if you are frightened or in need of a boost in self-confidence, there might be a need for some counseling services, either public or private. Check your yellow pages or contact a local social service agency to see what kind of programs exist in your community.

One program that is available is "In Transition: A Displaced Homemakers Project". This national program operates out of eight sites in Maine and serves women who are unexpectedly forced into the labor-force through death, divorce or disability of a spouse. Services include pre-vocational courses, career counseling and on-the-job training. Displaced Homemakers has offices that are located in:

Augusta	622-7131
Bangor	581-6132
Bath	442-7070
Lewiston/Auburn	784-7366
Norway	743-7763
Portland	773-3537
Portland	797-0348
Waterville	872-9482

Continuing Education/Training

Colleges throughout the country have established Departments of Continuing Education to provide alternatives to traditional, day-time classroom instructions. Check the colleges and universities in or near your community to see what they have to offer.

Many colleges and universities are catering to the special needs of women by establishing women's centers on their campus or special women's programs. Community colleges have been particularly helpful to women returning to school.

If you have one or more years of college, but have never received a degree, look into CLEP (College Level Examination Program). Through CLEP, you can get college credits without taking formal courses by taking and passing examinations designed to measure competency in particular subjects. For further information on CLEP, write: CLEP, College Entrance Examination Board, P.O. Box 592, Princeton, N.J. 08540.

Apprenticeships and Non-traditional Jobs, to repeat ourselves

Don't overlook the training available to enter non-traditional work such as carpentry, plumbing, cement masonry, etc. Many of these formerly men's jobs offer apprenticeship programs where you can earn while you learn.

Affirmative action programs require employment of women in all job categories. Hence, many industrial employers are looking for women to fill jobs as construction machinery operators, telephone lineworkers, carpenters and welders. There are advantages in working for some of these companies: wages are by far better than many traditional women's jobs and many companies will provide on-the-job training for employees.

Tips on Using Public Employment Services

When seeking assistance, **you must ask and be specific about receiving information on a full rage of jobs/careers available.** If you are only being presented with traditional women's occupations, *ask* about other available job options. For exploring career choices ask about the Self-Directed-Search and Bolle's ***Quick Job Hunting Map.***

Private Employment Agencies

If you use a private agency, understand the fee schedule before signing a contract, and be sure that the agency you choose does not discriminate by sex in job referrals. Fees can be paid by you, by the employer ("fee paid") or split. Fees and the agency's license from the State Division of Private Employment Agency Licensing must be posted.

The agency's application is the first thing you'll meet. It is illegal for employment agencies to discriminate against women, but some discriminatory practices may still exist in some agencies. Be on the look out for agencies where applications for men and women are in different colors or where they have different questions for men and women. If you aren't interested in a clerical job, the agency should not suggest that you take a typing test. An agency that files applications by the job category in alphabetical order with no regard to sex is usually playing it straight.

YOU DECIDE

You should now have some ideas of job occupations which interest you and fit into your scheme of things. No one can tell you which to take or what career is best for you. But we can help you sort out what you've learned about yourself and the job market. Then you can decide which jobs are your best bet — your strong points, interests and skills. But as you learn about the job market, you will see your skills in a new light. You will get a better picture of what really matters to you and what you want.

To size up a job, you need to see how well it matches your picture of yourself.

- Does this job exist in your community?
- Is training available on the job or at a nearby school?
- Do you have the right skills to do it, or can you learn them?
- Does it hold your interest?
- Will it lead to other jobs that sound good to you in the future?
- Will it pay the rent?

In deciding which jobs to pursue, check out the points listed under the following Job Check List for each interest you have. If a job doesn't match up very well, rule it out. Keep exploring only those that seem to fit. They are your job targets, the ones you want to find.

JOB CHECK LIST

WILL THIS KIND OF JOB:

_____ Call for skills you want or want to build

_____ Offer experience for moving up

_____ Suit your tastes and interests

_____ Suit your style of work

_____ Have a good future

_____ Help you move closer to where you want to be

_____ Lead to greater pay

_____ Lead to bigger personal rewards

_____ Draw on your strong points

The Match

Now, put it all together. Take the information from:

- You and Your Present
- Your Personal Inventory Form
- Exploring Occupations, and
- You and Your Future

and select three careers using the following criteria to select your 1st, 2nd and 3rd preference. If none of the three careers match your needs, pick three more. Eventually you will arrive at a career goal.

YOUR CHOICE CRITERIA

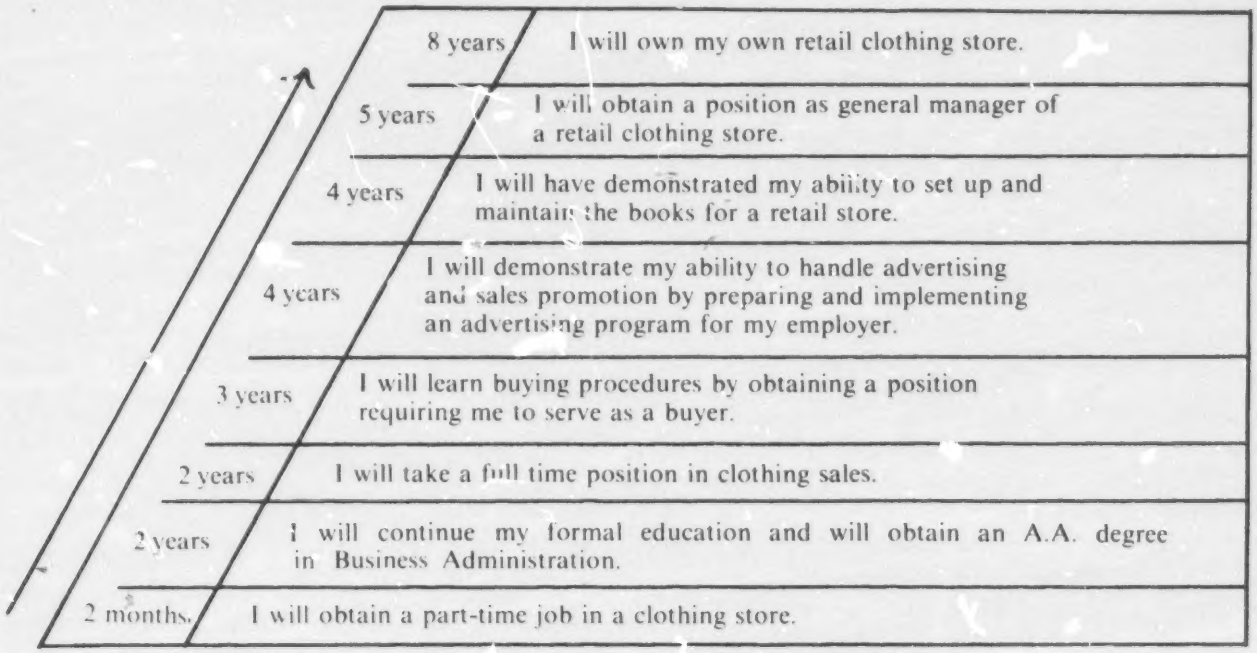
1. Which of the three careers correlates best with your ability level?			
2. Which fits your aptitudes, talents, and special characteristics best?			
3. Which has the educational price you prefer to pay?			
4. Which career rates highest on the interest factor?			
5. Which will come closest to permitting you to lead the life-style you seek?			
6. To which career are you best adapted physically?			
7. Which career will provide you with the best income over the long haul?			
8. Which will permit you to live in the geographical area you prefer?			
9. Which fits your total personality best?			
10. Which is most in harmony with all your values?			
TOTAL			

The Match, continued

Don't get stuck with just a job, build a career timetable.

The steps you strive for should fall into a logical sequence. The same steps however, might fit into more than one career goal; for example, the ability to plan and record budgets could be helpful in more than one career. If you are undecided between alternative careers, whenever possible your interim goals should be applicable to both career choices. If your steps or interim goals are not related to your career goal, you can obtain many short-term goals but fail miserably in obtaining your career goal. Therefore, it is necessary to lay out your steps carefully. What goals should be attained to meet your career goal, and in what order should they be arrived at? Often a goal, such as becoming corporation president, can be reached by a number of different paths.

Assume your desire is to own your own retail clothing business. Your goals may be as follows:


8 years
I will own my own retail clothing store.
5 years
I will obtain a position as general manager of a retail clothing store.
4 years
I will have demonstrated my ability to set up and maintain the books for a retail store.
4 years
I will demonstrate my ability to handle advertising and sales promotion by preparing and implementing an advertising program for my employer.
3 years
I will learn buying procedures by obtaining a position requiring me to serve as a buyer.
2 years
I will take a full time position in clothing sales.
2 years
I will continue my formal education and will obtain an A.A. degree in Business Administration.
2 months
I will obtain a part-time job in a clothing store.

Your goals may be as follows:

Obstacles

Caught you, you didn't complete the previous steps. Consider the following possibilities.

1. **Internal Obstacles**

   Fear of making the wrong decision
   Fear of taking a risk
   Fear of a change
   Lack of self-confidence
   Ambivalence (having conflicting feelings about the decision)
   Procrastination (putting things off)
   Stereotyping about self and others with respect to age, race, and sex

2. **External Obstacles**

   Family expectations and responsibilities (pay the bills, cook the meals, pressure not to move, etc.)

   Societal stereotyping with respect to age, race, and sex

   Other societal expectations (pressure to conform, to make increasingly more money, to be successful, to be a good parent, etc.)

YOU MUST ALWAYS TRY TO IDENTIFY THE OBSTACLES WHICH THREATEN TO PREVENT YOU FROM MAKING A SATISFYING DECISION. IT IS ONLY WHEN YOU DEVISE SPECIFIC WAYS OF COPING WITH EACH THAT YOU CAN BEGIN THE PROCESS OF MAKING THAT DECISION. THE OBSTACLES YOU FACE WILL BE SPECIFIC TO YOUR SITUATION, THEREFORE, "YOU" WILL NEED TO DEVISE STRATEGIES TO COPE WITH THEM. REMEMBER THAT IF YOU HAVE DIFFICULTY RESOLVING THE CONFLICT SEEK OUT SOMEONE WHO CAN HELP YOU. IN THIS SITUATION, IT IS A WISE PERSON WHO WILL LOOK FOR ASSISTANCE.

IV. LOOKING FOR WORK AND FINDING A JOB

1. Effective Job Seeking Methods

When you complete your self-assessment, and have identified the type of work you are interested in, you are ready to begin your job search. And for that you can use the following exercises for effective planning. The exercises are sequential in helping you to organize your job seeking process for optimum results.

In addition will help to have some job-search supplies.

1. A small, thick notebook (5 x 7) for listing names of people to see. Use half a page for each person or place you list.
2. Plain white paper (8½ x 11) for business letters. Matching envelopes. Pens with dark blue or black ink.
3. File folders or an accordian file with sections for copies of letters, job applications, resumes and personal business papers.
4. Use of a typewriter, if possible.
5. A six-month supply of carfare, postage stamps — and patience.
6. A sense of humor.
7. Friends.
8. Comfortable shoes.

"The lady of the house is out wheeling and dealing."

BEST COPY AVAILABLE

The following chart contains very useful information about different job search methods. In other words do not spin your wheels asking your relatives about jobs elsewhere.

USE AND EFFECTIVENESS OF JOB SEARCH METHODS

Method	USAGE*	Effectiveness rate**
Applied directly to employer	66.0%	47. %
Asked friends about jobs where they work	50.8	22.1
Asked friends about jobs elsewhere	41.8	11.9
Asked relatives about jobs where they work	28.4	19.3
Asked relatives about jobs elsewhere	27.3	7.4
Answered local newspaper ads	45.9	23.9
Answered nonlocal newspaper ads	11.7	10.0
Private employment agency	21.0	24.2
State employment service	33.5	13.7
School placement office	12.5	21.4
Civil Service test	15.3	12.5
Asked teacher or professor	10.4	12.1
Went to place where employers come to pick up people	1.4	8.2
Placed ad in local newspaper	1.6	12.9
Placed ad in nonlocal newspaper	.5	***
Answered ads in professional or trade journals	4.9	7.3
Union hiring halls	6.0	22.2
Contacted local organization	5.6	12.7
Placed ads in professional or trade journals	.6	***
Other	11.8	39.7

* Percent of total jobseekers using the method

** A percentage obtained by dividing the number of jobseekers who found work using the method by the total number of jobseekers who used the method, whether successfully or not

*** Base less than 75,000

Source: Bolles, Richard N., ***What Color is Your Parachute,*** Ten Speed Press, 1980

ETTA
HULME
N.E.A.
PAYROLL
LABOR DEPT DATA SHOW WOMEN'S EARNINGS HAVE CONSISTENTLY AVERAGED ABOUT 60% OF MEN'S SINCE 1950
"YEAH, WELL...ER...IT'S STILL ABOUT 60% OF WHAT HE GETS, BUT WE...AH...FIGURE THAT... ...UH...MEN ARE...ER...BETTER EQUIPPED TO HANDLE THOSE OL' HEAVY PAY ENVELOPES"

EFFECTIVE METHODS OF FINDING A JOB, BY OCCUPATION

Method	Professional & Technical Workers	Managers	Sales Worker	Clerical Workers	Craft Workers	Operatives Except Transport	Transport Equipment Operatives	Laborers, Except Farm	Service Workers, Exc. Private Households
Applied directly to employer	xx	xx	xx	xx	xx	xx	xx	xx	xx
Answered local newspaper ad	x	xx	xx	x	x	x	xx		xx
Asked friends about jobs where they work			x	x	xx	x	x	x	xx
Asked relatives about jobs where they work					x	x		x	x
Union hiring hall					xx	x		x	
School placement office	xx			x					x
Private employment agency		xx		xx					
Asked friends about jobs elsewhere		x							
State employment service						x			
Contacted local organization									x

* One "x" indicates that the method was successful for 20%-24% of the people using it.

The "xx" indicates that it was successful for 25% or more

Source: Bolles, Richard N., ***What Color is Your Parachute,*** Ten Speed Press, 1980

CHECK LIST FOR FINDING A JOB

Check if item applies to you.
Check again when completed. Keep referring back to this checklist as you progress in your job search.

_____ Establish a time schedule for finding a new position (10 to 12 weeks, if possible).

_____ Begin a daily job-hunting time schedule.

_____ Assemble information needed for resumes and applications (such as high school and college transcripts).

_____ Establish some employment goals.

_____ Prepare sample resumes and application form(s).

_____ Prepare sample letters for direct mailing.

_____ Purchase stamps, envelopes and make arrangements for a typist.

_____ Check with your references, are they good(?) and obtain letters of reference.

_____ Cultivate and renew personal contacts.

_____ Make a list of companies to work with.

_____ Prepare your direct letters, and personal approach techniques.

_____ Prepare your resume(s).

_____ Subscribe for three months to newspapers and magazines which list employment opportunities.

_____ Check libraries for job ads of the past 12 weeks.

_____ Prepare answers to standard interview questions.

_____ Prepare for employment tests.

_____ Contact trade and professional organizations.

_____ Approach school, public and private employment agencies.

_____ Approach personal and business contacts.

_____ Initiate direct contacts of firms (mail letters all at the same time). Begin your visits.

_____ Consider other options and alternatives for finding job openings:

News and feature articles	Labor unions
Yellow pages of phone book	Self-employment
Government service	Military service
Local organizations	Part-time jobs
New construction	Volunteer work

_____ Consider unusual approaches

_____ Follow-up on all contacts, letters and applications that you make.

_____ Special job considerations — such as licensing and bonding.

Here is a list of things you should know about a job BEFORE you accept it. Ask the employer as well as employees about these considerations. Oftentimes we neglect to cover several of these points and eventually something on the list could be the primary reason for leaving a job. *Know* before you start what the job has to offer *you* . . . and understand the limitations and how they will affect you.

Wages
Duties
Days per week. How many, which ones?
Fringe Benefits
Hospitalization insurance
Major medical insurance
Working conditions
Vacations
Holidays
Sick leave — paid
Responsive and credible union
Credit union
School and training
Availability of housing
Transportation
Distance from home
Advancement opportunities
Employment stability
Cost of living
Safety programs
Recreational facilities
Overtime
Shift differential
Education programs and assistance
Pension plan
Expenses (travel)
Worker's compensation
If hired, when do you start?
Hours
Special tools or clothes needed
Bonding
Licensing
Flexibility of personal time
Day care
Personnel policies
Stepping stone to another job

PREPARING A RESUME, COVER LETTER, AND APPLICATION

A resume boosts your self-confidence, introduces you to a prospective employer, and tells what you can do. Although there are some general rules, you have a lot of choice in how you organize your information, so be sure to present yourself in the most positive, interesting manner possible. Don't be modest about your accomplishments or their potential importance to an employer. Use everything that could possibly be relevant from your **Personal Inventory Form.** But remember, that, unless you are applying for a job that particularly demands zany creativity, your resume should be businesslike, clear, direct, and short.

Build your resume around your job objective. Hopefully you have one by now. The more specific about the type of work you want, the easier it is to pick out and organize the information. If you don't have a specific job objective, your resume must be more general. Your cover letter, which always accompanies your resume, can include specifics about what sort of job you are seeking with a particular employer.

PRESENTING YOURSELF, ON PAPER

Job hunting almost always requires some paperwork. The most common kinds are job applications, letters and a resume. Let's start with the easiest:

Job Applications:

Many employers will ask you to fill out an application form. When they do, ask if you can take it home. You are less likely to make mistakes if you have plenty of time and a quiet place to work. If you cannot take the form home, ask for an extra copy. It will be easier to fill out the form if you have your completed Profile, including references, with you — plus some extra paper and a good pen.

The first thing to do with an application is: READ IT. Do not write anything until you have read the whole form. If a questions is confusing, find out what it means.

Use the extra copy of the form or blank paper to write out your answers. Then copy your answers carefully on the final form. If possible, type them; if not, print them neatly and clearly in ink.

continued

Be sure you answer all the questions. Write N/A (not applicable) after those which don't apply to you (for example, military service). In every case, be honest. Most of the questions have simple answers, but a few can be tricky, like:

"Salary Desired:"
You can write "open" or "negotiable" or you can give a figure based on what you know such a job pays.

"Reason for Leaving:"
Be honest, but polite. Do not say anything bad about yourself or about a former employer. A reason which is often both truthful and useful is that you were looking for "upward mobility" or "career advancement."

Get copies of other job applications from local employers and learn how to fill them out, practice helps. Keep the completed forms with your Profile.

Letters:

You may want to get information, ask for appointments, or apply for a job by letter. After any interview, you should write a brief note thanking the person for meeting with you. Your local library has books on business letters. Here are a few basic hints:

Contents

—Know something about the company to which you are writing
—Get the name of the best person to whom to write. Be sure you have the correct name, title and address
—Explain why you are writing (for information, job interview, thank you)
—If you want information, say what you need and ask for an appointment to talk about it
—If you want a job interview, relate some of your skills to the job. Ask for an appointment. Include your resume, if you have one.
—If you are thanking someone after an interview, add information that you forgot to say during the interview

Style

—Keep the letter simple, direct and brief
—Use short sentences and paragraphs
—Check the letter very carefully for mistakes
—Don't forget to sign it

Resumes:

A resume is like an ad — it advertises you. It gives an employer a picture in words of you as an employee. It presents your skills, your achievement and your ability to get the job done. Employers want to get a job done — well.

A resume is not a personal history. It can't tell everything about your work or your life. Most employers aren't interested — they're busy. They have a job to do. They want to know if you can do it.

A resume can't get you a job. A resume is supposed to get you an interview for a job. It should make an employer want to meet you.

Writing a resume is painful, even for people who like to write. Try to write one anyway. You may not need it, but it will help you sharpen your job targets. Writing a resume helps you see yourself the way an employer would. It reminds you of what to talk about in an interview. It gives your ego a boost. When you're job hunting, your ego needs that.

Before you write your resume, you must know the kind of job you want. You must know what skills and qualities are needed to do that job well. Once you have your job target in mind, look through your Profile for experience, strong points, and skills which fit your target. Pick out those that show you can do the job and put them in your resume.

Think of it this way: When you dress to go out, you look through your closet of skills and pick out those which will give the right impression for this occasion (a job) and this special person (an employer).

Here are some tips to help you write your resume:

Information to Put in Your Resume:

- Write your resume for the job you have in mind.
- Include your strongest skills and experience related to that job. Describe them briefly but completely.
- List achievements, how you solved problems or made improvements. If possible use number or facts to show the results of your work. In other words, blow your own horn!
- Use action words (like operated, handled, sold, built, designed).
- Be brief, clear, honest.
- Describe a volunteer (unpaid) job the same way as a paid job. In other words, don't say you volunteered to do something, just describe what you did.
- Do not include family or personal information (like age, weight, religion).
- Do not give salary or reasons for leaving a job.
- Do not give names of references.

How to Arrange the Information:

- Use standard paper (8½ x 11) white or off-white.
- Begin with your name, address and telephone number.
- Double space between sections for easy reading.
- Use only one or two pages.
- Do not crowd the paper.
- Choose words carefully and spell them correctly.
- Do NOT give out copies which are not very clear, clean and easy to read.

Before you make a final copy of your resume, show it to several people and get their suggestions. Rewrite it if you can improve it. Type it if you can. Check it carefully for mistakes in English, spelling or typing. Have a few copies made; don't get too many to start — you can always get more if you keep the original. And you can always change it when you want — or need — to.

Outline for Your Resume.

1. **PERSONAL DATA**
   Begin with your name, address and telephone number.

2. **EMPLOYMENT OBJECTIVE**
   Indicate the kind of job you are seeking. If you are qualified for several jobs and are preparing one all-purpose resume, list them in order of your preference.

3. **WORK HISTORY**
   You can organize this information in two ways. Choose the one that presents your work experience better.

   a. By job —
      List each job separately (even if the jobs were within the same firm) starting with the most recent one and working backward. For each job list:
      Date of employment
      Name and address of employer and nature of the business
      Position you held

continued

Then describe your job showing:

- Specific job duties — the tasks you performed, including any special assignments and use of special instruments or equipment.
- Scope of responsibility
- Your place in the organization, how many people you supervised, and in turn, the degree of supervision you received.
- Accomplishments — if possible, give concrete facts and figures.

b. By function —
List the functions (fields of specialization or types of work, such as engineering, sales promotion, or personnel management you performed that are related to your present job objectives. Then describe briefly the work you have done in each of these fields, without breaking it down by jobs.

4. **EDUCATION**
(if this is your main selling point, put it before work history.)
List your formal education giving;

- High school (can be omitted if you have a higher degree), college, graduate school and other courses or training
- Dates of graduation or leaving school
- Degrees or certificates received
- Major and minor subjects and other courses related to your goal
- Scholarships and honors
- Extracurricular activities (if you are a recent graduate and your activities pertain to your job goal)

5. **OTHER IMPORTANT EXPERIENCES**

If appropriate to your field of work, give such information as:

- Knowledge of foreign languages
- Volunteer or leisuretime activities
- Special skills, such as typing, shorthand, or ability to operate special equipment
- Membership in professional organizations
- Articles published, inventions, or patents

6. **REFERENCES**

References should not appear on a resume. You can add to your resume: "References will be supplied upon request." You can get that information from your Personal Inventory Form and carry it with you to interviews. You should obtain, if at all possible, permission of the persons you use as references.

Outline for Your Cover Letter.

1. Tell why you are writing; name the position, or field, or general vocational area about which you are asking. Tell how you heard of the opening or organization.

2. Mention one or two qualifications you think would be of greatest interest to the employer, slanting your remarks to their company, location, or type of work. If you have related experience, or specialized training, be sure to point it out.

3. Refer the reader to the enclosed application form, resume, or mention one or two referenc..

4. Close by making a **specific request for an interview.** If you plan to be in the area of the employer, mention a date and time when you could come in for an interview. Try to leave the tone of your last sentence closing in such a way that the employer will feel he needs to answer you.

QUESTIONS OFTEN ASKED BY EMPLOYERS DURING THE INTERVIEW

1. What are your long range and short range goals, when did you establish them, and how are you preparing to achieve them?
2. What do you see yourself doing five years from now?
3. What do you really want to do in life?
4. What are the most important rewards you expect in your career?
5. What do you expect to be earning in five years?
6. Which is more important to you, money or the type of job?
7. What do you consider to be your greatest *strengths* and weaknesses?
8. How would your describe yourself?
9. How do you think a friend who knows you well would describe you?
10. What motivates you to put forth your greatest effort?
11. Why should I hire you?
12. What qualifications do you have that make you think you will be successful?
13. How do you determine or evaluate success?
14. What do you think it takes to be successful in a company like ours?
15. In what ways do you think you can make a contribution to our company?
16. Describe the relationship that should exist between a supervisor and those reporting to him/her.
17. What two or three accomplishments have given you the most satisfaction?
18. If you were hiring a person for this position, what qualities would you look for?
19. Do you have plans for continued study?
20. In what kind of work environment are you most comfortable?
21. How do you work under pressure?
22. In what kinds of jobs have you been most interested?
23. How would you describe the ideal job for you?
24. Why did you decide to seek a position with this company?
25. What do you know about our company?
26. What two or three things are most important to you in your job?
27. Do you have a geographical preference? Why?
28. Will you relocate? Does relocation bother you?
29. Are you willing to travel?
30. Are you willing to spend at least six months as a trainee?

When you get an interview, it helps to not only think through these answers but to write them down and to write down your questions about the organization and the position.

INTERVIEWING DO'S AND DON'TS

DO	DON'T
Know the interviewer's name	Be late
Have your resume and a pen with you	Be unprepared
Be relaxed and smile	Be too casual
Be clean; hair and teeth too	Lean on desk
Dress appropriately	Sit down before asked
Give a firm handshake	Be shy or defensive
Be polite to everyone	Talk about personal or emotional problems
Stand up/sit up straight	Lie or "fudge" about abilities or experiences
Be positive, confident	Over stay your interview
Pay attention and listen	Forget to follow-up with phone call and letter
Ask intelligent questions	
Be sincere, cooperative	
Look the interviewer in the eye	
Be specific about the job you want	
Thank the interviewer for his/her time	

STRATEGIES FOR GETTING INSIDE

1. Know as much as possible about the employer you wish to see and what they do.
2. Make lots of calls and send lots of letters and resumes.
3. Try to obtain a commitment for a specific interview date and time.
4. Use a customized cover letter with every resume you send out.
5. Have a clear idea of the benefit you can provide to a potential employer.
6. Be sure to find out the name and title, and if you can, the responsibilities of the person you should see, and make sure your letter or phone call is directed to him/her.
7. Don't be afraid to call; and speak directly with the person who could hire you.
8. Be logical and to the point in your conversation.
9. Present good information in an interesting and concise way to make the best impression and create interest.
10. Use the terms and jargon of the occupational field in which you are interested.
11. If you don't succeed in an interview attempt, get names of other persons and employers you could contact.
12. Practice making telephone presentations before the real thing.
13. Don't waste your time on mass mailings of printed letters. Be sure your approach is specifically directed.
14. Get people with contacts to help you get to see the employers you want to interview.

JOB INTERVIEWS

You must be prepared for interviews with employment agency representatives, personnel department staff, and eventually potential employers. Keep in mind the necessity of selling yourself to the people you meet. The job interview is always the best chance to get the job you are seeking.

Be sure to find out what you need to know. One example, you might want to ask the employer what position you can expect to advance to in two or even five years time. If the initial salary figures seem low, ask whether there is a trial period, and whether a raise can be expected if your work is satisfactory.

One difficult question still comes up. "Who will take care of the children while you're working?" The implication is illegal sex discrimination, since the employer almost surely doesn't ask men this question. Handling discrimination is covered in the next section. But for this question, you might say, "I feel confident the necessary arrangements have been made."

Interviewing is a real art — it takes practice. If you have not done many interviews, you may benefit from practicing the interview with a friend.

V. HOW TO HANDLE DISCRIMINATION

Employers, employment agencies, and labor unions are all covered by laws prohibiting sex discrimination. But discrimination still occurs, despite some very real improvements in each of these sectors.

TECHNIQUES TO TRY

There are no foolproof answers to avoiding discrimination, but there are some techniques you might consider.

One is to make it clear that you know your job rights — pleasantly if possible. An employment agency may routinely ask you to take a typing test. If you don't want a clerical job, tell the interviewer that such a test is not necessary, if they insist, ask if all male applicants take typing tests.

Take paper and pen to job interviews. You may want to write down information from the job interview, such as the name and telephone extension of the people you meet. You can also write down quotes, any statements about how "Mr. Jones doesn't want a woman in that job," or "Our jobs are too difficult for women".

You will have to decide for yourself whether to challenge such statements. But until more women do, and until more employers learn that sex discrimination brings costly court cases, such discrimination will continue to occur.

WHERE TO FILE A COMPLAINT

If you don't get a job for which you were qualified, and you think it was because of sex discrimination, file complaint with the Maine Human Rights Commission within 90 days: State House Station #51, Augusta, Maine 04333 (tel: 289-2326).

continued

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PRE-EMPLOYMENT INQUIRIES

SUBJECT	LAWFUL	UNLAWFUL
NAME:	Applicant's full name Have you ever worked for this company under a different name? Is any additional information relative to a different name necessary to check work record? If yes, explain.	Original name of an applicant whose name has been changed by court order or otherwise. Applicant's maiden name, unless needed to check references or education and employment records.
ADDRESS/ DURATION OF RESIDENCE:		Names/relationship of anyone living with applicant.
AGE:	Are you 18 years old or older?	How old are you? What is your date of birth? (For purposes of retirement/pension plans, inquiries into person's age can be made after employment.)
RELIGION:		Inquiry into an applicant's religious affiliations, church, parish, pastor, or religious holidays observed.
RACE:		Inquiry into race, complexion or color of skin or eyes.
MARITAL STATUS/ PREGNANCY:	Inquiry as to length of time applicant expects to work or if he/she anticipates any absences from job. Such inquiries must be made to both male and female applicants.	Questions about marital status, pregnancy, future child-bearing plans and number/age of children are frequently used to discriminate against women and may be considered a violation of the law if used to deny or limit employment opportunities for female applicants.
HEIGHT/ WEIGHT:		Inquiries as to height and weight unless employer can show that these standards are essential to the safe performance of the job in question.
HANDICAP STATUS:	Do you have any impairments, physical, mental, or medical which would interfere with your ability to do the job for which you have applied? If there are any positions for which you should not be considered or job duties you cannot perform because of a physical or mental handicap, please explain.	Do you have a disability or handicap? Have you ever been treated for the following diseases? Do you use any adaptive device or aid? Requirement that women be given pelvic examination.
CITIZENSHIP:	Are you a citizen of the United States? If not a citizen of the United States, do you intend to become a citizen of the United States? If you are not a United States citizen, have you the legal right to remain permanently in the United States? Do you intend to remain permanently in the United States?	Inquiry into applicant's (a) lineage; (b) ancestry; (c) national origin; (d) descent, (e) parentage or birthplace. Nationality of applicant's parents or spouse. What is your mother tongue? Inquiry into how applicant acquired ability to read, write or speak a foreign language.
PHOTOGRAPH:		Requirement or request that applicant affix a photo to an application form. Requirement for photo after interview but before hiring.
EDUCATION:	Inquiry into academic, vocational or professional education of an applicant and the public/private schools attended.	Inquiry into nationality, racial or religious affiliation of the schools attended.
REFERENCES:		Request for name of religious leader as reference.
ORGANIZATIONS:	Inquiry into service, professional, union or trade organizations.	Request for list of memberships which would reveal sex, race, religion, national origin, age, ancestry, handicap status members

Equal Pay for Equal Work

The Maine Human Rights Act prohibits sex discrimination in employment. This includes terms and conditions of employment such as rate of pay and compensation.

Under the Equal Pay Act, women and men doing equal work in the same establishment and who have equivalent work experience, seniority and merit must receive the same rate of pay and most fringe benefits. "Equal" work does not mean "identical", but jobs to be compared under the law must be substantially similar in responsibility, skill and effort required.

The Maine Human Rights Commission enforces the State law providing equal pay for equal work. To file a complaint contact the Maine Human Rights Commission office at:

State House, Station 51
Augusta, Maine 04333
289-2326

Effective July, 1979, the Equal Employment Opportunity Commission assumed enforcement of the Federal Equal Pay Act (EPA) from the Department of Labor. To file a complaint, contact:

U.S. Equal Employment
Opportunity Commission
150 Causeway St., 10th Floor
Boston, Mass. 02114
617-223-4535

It is advisable to file with *both* the Maine Human Rights Commission and the Equal Employment Opportunity Commission to preserve your rights under State and Federal law.

Freedom from Age Discrimination

The Maine Human Rights Act prohibits discrimination on the basis of age, regardless of the number of employees. Additionally, mandatory retirement is prohibited by both state and private employers in Maine.

The Age Discrimination in Employment Act prohibits employers of 25 or more employees from discriminating on the basis of age against any person between the ages of 40 and 70 in hiring, firing, promotion or other aspects of employment.

To file a complaint, contact the Maine Human Rights Commission office at:

State House, Station 51
Augusta, Maine 04333
289-2326

Effective July, 1979, the Equal Employment Opportunity Commission assumed enforcement of the Federal Age Discrimination in Employment Act (ADEA) from the Department of Labor. To file a complaint, contact:

U.S. Equal Employment
Opportunity Commission
150 Causeway St., 10th Floor
Boston, Mass. 02114
617-223-4535

It is advisable to file with *both* the Maine Human Rights Commission and the EEOC to preserve your rights under State and Federal law.

Pregnancy Rights

The Maine Human Rights Act prohibits discrimination in employment on the basis of sex which includes discrimination because a woman is pregnant. The Commission's employment guidelines state pregnancy must be treated as any other temporary physical disability with regard to hiring, firing, promotion, insurance plans and other terms and conditions of employment.

To file a complaint, contact the Maine Human Rights Commission office at:

State House, Station 51
Augusta, Maine 04333
289-2326

continued

In October, 1978, effective April, 1979, Congress amended Title VII of the Federal Civil Rights Act to prohibit sex discrimination on the basis of pregnancy.

To file a complaint contact the Maine Human Rights Commission office. If your company has more than 15 employees they will jointly file your complaint with the U.S. EEOC thus protecting your Title VII rights as well as your state rights.

Physical or Mental Handicaps and Disabilities

The Maine Human Rights Act prohibits discrimination in employment based on a physical or mental handicap or disability regardless of the number of employees.

The Rehabilitation Act of 1973 prohibits discrimination on the basis of physical or mental handicap in any program or activity receiving federal financial assistance. Sec. 504 requires an employer to make "reasonable accommodation" to the known physical or mental limitations of an employee in many circumstances.

To file, contact the Maine Human Rights Commission office at:

State House, Station 51
Augusta, Maine 04333
289-2326

To file a complaint, write to:

Office for Civil Rights
Department of Health and
Human Services (formerly HEW)
140 Federal St.
Boston, Mass. 02110
617-223-0248

Sexual Harassment in the Workplace

Under Maine and Federal law sexual harassment in the workplace is illegal sex discrimination in employment. Sexual harassment can range from not getting a job or promotion because you refused a sexual advance by a supervisor or a co-worker to an atmosphere at work filled with sexual innuendos and joking. Basically, sexual harassment is *unwanted* conduct of a sexual nature which may result in some employment harm. If you are being sexually harassed it is very important you complain to a supervisor at your job or to the company personnel department as well as to the Maine Human Rights Commission.

To file a complaint call/write the Maine Human Rights Commission office at:

State House, Station 51
Augusta, Maine 04333
289-2326

When filing a complaint of sexual harassment with the Maine Commission, your complaint will also be filed with the Federal Equal Employment Opportunity Commission if there are 15 or more employees in your company.

In addition to the Maine Human Rights Commission, the Maine Civil Liberties Union is another source of legal assistance for those who have complaints concerning discrimination. You may contact the Maine Civil Liberties Union at:

97A Exchange St.
Portland, Maine 04101
774-5444

BENEFITS, HOURS, PAY

DESCRIPTION OF LAW

COMPLAINT PROCESS

Minimum Wage

As of May 1984, under Maine State's Minimum Wage Law, all full-time employees (with exception of students under 19) must be paid a minimum rate of $3.35 per hour unless the business is otherwise exempted.

Federal Minimum Wage Law requires full-time employees (with the exception of students under 19) must be paid a minimum rate of $3.35 per hour, unless the business is otherwise exempted.

To file a complaint, write to:
Bureau of Labor,
State Office Building, Sta. 45
Augusta, Maine 04333
289-3331

To file a complaint, write to:
U.S. Dept. of Labor
P.O. Box 211
Portland, Maine 04112
780-3344

You should contact both state and federal agencies, as the coverage of their laws may vary.

Overtime Pay

Maine Law requires that most employees receive time-and-a-half pay for all hours in excess of 40 hours in one week. Employees are to be compensated at time-and-one-half their regular rate of pay.

Federal Law requires that most employees receive time-and-one-half pay for all hours in excess of 40 hours in one week. Employees are to be compensated at time-and-one-half their regular rate of pay.

To file a complaint, write to:
Bureau of Labor,
State Office Building, Sta. 45
Augusta, Maine 04333
289-3331

To file a complaint, write to:
U.S. Dept. of Labor
P.O. Box 211
Portland, Maine 04112
780-3344

Again, you should contact both state and federal agencies, as the coverage of their laws may vary.

Vacation Pay at End of Employment

Maine Law (26 M.R.S.A., 626) states that whenever the terms of employment include provisions for paid vacations, vacation pay at end of employment shall have the same status as wages earned.

To file a complaint, write:
Bureau of Labor,
State Office Building, Sta. 45
Augusta, Maine 04333
289-3331

Reasons for Firing

Maine Law (26 M.R.S.A., 630) states that an employer must furnish an employee written reasons for his/her termination upon *written request* of the affected employee.

To file a complaint, write:
Bureau of Labor
State Office Building, Sta. 45
Augusta, Maine 04333
289-3331

Worker's Compensation

The Worker's Compensation Act provides relief for an injured employee where the injury arises out of and occurs in the course of employment without regard to who is at fault. Relief may include all necessary and reasonable medical expenses as well as recovery time and includes both physical and mental illness. Section 110 of the Worker's Compensation Act allows for reasonable attorney's fees provided the complaint was filed in "good faith" and with "reasonable grounds."

To file a complaint for relief, contact:
Worker's Compensation Commission
State Office Building, Sta. 27
Augusta, Maine 04333
289-3751

Unemployment Insurance

The Maine Employment Security Commission (MESC) runs the State unemployment insurance program. There are five general requirements to be eligible for benefits. You must: 1) register for work and file a claim at the MESC office; 2) have earned a certain minimum amount; 3) be totally or partially unemployed through no fault of your own; 4) be able to work; 5) be available for work. Benefits range depending on your salary and can be received for up to 26 weeks.

To file for unemployment insurance, contact the claims office nearest to your home. For the Portland area, contact:
Maine Employment Security Comm.
105 Elm St.
Portland, Maine 04104
775-4141

WORKING CONDITIONS

Right to Improve Working Conditions

Your employer cannot fire, discipline, or harass you for attempting to improve working conditions or organize a union, or for engaging in collective bargaining. This is known as concerted protected activities or Section 7 of the National Labor Relations Act. The National Labor Relations Act also contains provisions for filing against your union for failure to represent or to properly represent.

To file a complaint against your employer or union, write:
National Labor Relations Board
Region I, Keystone Building
99 High St., 12th Floor
Boston, Mass. 02110

Safety

The Occupational Safety and Health Act of 1970 (OSHA) was passed by Congress to insure workers a safe and healthy workplace. The law covers every employer in a business affecting commerce who has one or more employees. Office workers are entitled to adequate space, ventilation, fire exits, fire extinguishers, grounded electrical equipment and eliminated tripping hazards.

If you think you have a safety violation in your office, contact:
O.S.H.A.
40 Western Ave., P.O. Box M
Augusta, Maine 04330
622-6171 Ext. 417

Lunch Breaks and Rest Breaks

There is no Maine State Law requiring employers to give a lunch break or a rest break.

Federal Law states that if an employer deducts time for lunch from an employee's pay, the employee must be given that time free and clear of work related duties. However, Federal Law does not require an employer to give lunch or rest breaks.

To file a complaint, write:
U.S. Department of Labor
P.O. Box 211
Portland, Maine 04112
780-3344

Note:

Most of the laws used have what is called a "timely file." This means that a complaint must be filed with the government agencies mentioned above within a certain number of days after the harm (i.e. not being hired, being fired, incurring an injury, etc.) has occurred. To protect your rights, it is very important that you contact the agency which enforces the law immediately or as soon as you become aware of the problem so that you may file a "timely" complaint. Time limits range from 30 days to 180 days after the harm. There may, however, be a longer time limit for filing a private lawsuit, through the Maine Civil Liberties Union, other private agencies, or a private attorney.

IN ALL INSTANCES IT IS BEST TO CONTACT ALL AGENCIES WHICH MAY HELP YOU IN A SPECIFIC PROBLEM AREA IN WHICH THEY HAVE JURISDICTION. DON'T BE AFRAID TO CALL OR WRITE FOR INFORMATION OR TO FIND OUT IF YOU HAVE A COMPLAINT THEY CAN DO SOMETHING ABOUT. THAT'S THEIR BUSINESS!!

This fact sheet is distributed by the Working Women's Rights Project, a legal education project of the Maine Civil Liberties Union. If you have any questions concerning the information contained in the sheet or violations of civil liberties, please write/call the Maine Civil Liberties Union at:

97A EXCHANGE ST.
PORTLAND, MAINE 04101
774-5444

Good luck in your job search. It will take determination and perseverance. You can do it!!

Women who have fulfilled their roles as homemakers often find themselves "displaced" in middle age by divorce, widowhood or some other loss of family income. Such women are usually ineligible for welfare if their children are over 18; they cannot collect unemployment insurance because they have been engaged in unpaid labor in the home; and many are too young to qualify for Social Security benefits.

Displaced homemakers who try to find work are often discriminated against on three fronts: they are women; they are older; and they have had no recent paid work experience.

WHAT IS THIS DISPLACED HOMEMAKER BUSINESS?
WELL... SAY YOU'VE BEEN MARRIED 20 YEARS, DEVOTED YOURSELF EXCLUSIVELY TO HOME AND FAMILY, NEVER WORKED. NO MARKETABLE SKILLS.
THEN YOUR HUSBAND RUNS OFF WITH HIS SECRETARY, LEAVING YOU WITH DEBTS AND 2 KIDS TO SUPPORT. WHAT WOULD YOU DO?
I'D THREATEN TO CUT HIS HEART OUT, I'D SHOW HIM I MEANT BUSINESS WITH A SEVERE CASE OF BOILS. THEN I'D AWAIT HIS UNCONDITIONAL SURRENDER.
CERTAINLY SOUNDS MORE SATISFYING THAN A GOVERNMENT TRAINING PROGRAM.

Hollander, Nicole.
I'm in training to be tall and blonde.

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